**Expository Writing Rubric**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Advanced** 4 | **Proficient** 3 | **Basic** 2 | **Below Basic** 1 |
| **Ideas/Content** | States a compelling and original thesis or purpose. | States a clear meaningful thesis or purpose. | Weak thesis and/or too broad a purpose or focus. | No clear thesis or purpose. |
| **Organization** | Skillful Structure   * Strong engaging introduction * Effective sequencing of ideas relating back to thesis * Conclusion skillfully reinforces thesis and gives closure to essay. | Appropriate Structure   * Engaging introduction * Adequate sequencing of ideas based on purpose and linked to thesis * Conclusion reinforces thesis and gives closure. | Weak Structure   * Introduction, body and/or conclusion may need some revision * Evidence may be isolated facts with weak sequencing | Little to no Structure  Introduction, body and/or conclusion may not exist or may need major revision |
| **Voice** | * Writer’s voice is authentic, confident, convincing, enlightening, and imbedded within the textual information * Clear sense of purpose and audience * Consistent point of view | * Writer’s voice is confident and authentic * Writer’s reaction and feelings about the thesis are evident * Clear sense of audience and purpose | * Sense of purpose and/or audience not clear * Strange fact with writer’s voice detached from topic | * Unclear or no sense of voice, purpose, and/or audience |
| **Word and Language Choice** | * Words/phrases powerfully convey the intended message * Use precise words to show not tell | * Correct, adequate words/phrases get message across * Use precise words to show not tell | * More precise and accurate words are needed to create a clear message | * Limited vocabulary, words may be used inappropriately |
| **Sentence Fluency** | * Purposeful and innovative sentence structure to enhance intended effect * Skillful use of transitions within and across paragraphs | * Purposeful use of sentence structure to enhance the intended effect * Transitions connect ideas within and across paragraphs | * Some understanding of sentence structure * Limited use of appropriate transitions | * Little or no sense of sentence structure * Lacks transistions |
| **Conventions** | Shows creativity and flexibility when using conventions to enhance meaning | Uses grade level appropriate conventions; errors are minor and do not obscure meaning | Uses grade level appropriate conventions; errors occasionally obscure meaning | Limited understanding of grade level appropriate conventions |
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**Elements of a Comic Strip**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | **Advanced**  4 | **Proficient** 3 | **Basic 2** | **Below Basic** 1 |
| **Main Idea** | Summarizes main ideas; significant details; relates own ideas to supporting details; supports judgments with references to the text or other sources. | Summarizes main ideas but does not fully incorporate main ideas, significant details, or relates own ideas to supporting details. Seldom references material. | Seldom summarizes main ideas and doesn’t fully add significant details or relate own ideas to supporting details. Does not reference material. | Does not summarize main ideas and doesn’t support significant details. Does not reference material. |
| **Subject Matter** | Includes subject matter that relates to topic choice. Uses most important elements of the topic, event or message to be communicated. | Doesn’t always include subject matter that relates to topic choice. Frequently uses most important elements of the topic, event or message to be communicated. | Lacks subject matter for project. Seldom uses most important elements of the topic, event or message to be communicated. | Subject matter for project is incomplete. Doesn’t use most important elements of the topic, event or messages to be communicated. |
| **Sequence of Events** | Uses sequence of events to explain concept and adds this to comic format. | Almost always uses sequence of events to explain concept and adds this to comic format. | Has difficulty using sequences of events to explain concept. Events are lacking to write a complete comic. | Doesn’t use sequence of events to explain concept. Does not have enough material to complete comic. |